

Title of Lesson

Multiculturalism Unit 1 Lesson 6 – Spanish Settlement of California

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular events and larger social, economic, and political trends and developments.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

LESSON OBJECTIVES

- To revise an essay with a partner
 - To learn background and details of Spanish settlement of California
 - To learn and practice the “routine” and reading strategy of [Reciprocal Teaching](#)
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MATERIALS

“Spanish Missions in California” – Reading

Latino Caricature – Teacher Page

Timeline – you will need to create this

Reciprocal Teaching – Teacher Page (use this explanation to create a poster/overhead that illustrates the steps)

Summarizer handout – Student Page

Questioner handout – Student Page

Predictor handout – Student Page

Clarifier handout – Student Page

Mission Timeline Marker – Teacher Page

Revising an Interpretation Essay – Teacher Page (an overhead copy only)

Butcher paper

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Have students take out the first draft of their Interpretation Essay. Initial all complete first drafts.
- 2) Agenda – Have students copy the agenda you have posted on the front board.

- 3) Exchange Essays – Tell them that today they will be revising their essay with a partner. Ask them to exchange essays with a partner. At the top of their partner’s essay they should write the words “Revised by” and their name.
 - 4) **Peer Revision** – Teach students to revise with their partner by following the instructions in the Teacher Pages section of this unit titled, **Revising an Interpretation Essay**. For this first day, walk students through each point of the revision process because they have probably never done it before. Remind them that it is their job to help their partner out. If a student receives their essay back and there is nothing written on it, it is their responsibility to ask another person to revise for them later. (Your job, as the teacher, will be to pay close attention to any students who are not revising their partner’s paper and help them to do it. Often this is tedious work. Students do not want to do it because it does not directly involve their paper. Remind them that someone else is revising their paper and they would want them to do a good job. Keeping them involved in this part of the process is important because this is great reinforcement for how to write the essay effectively. They are in effect teaching a partner how to write a better essay. The best way to learn something is to teach it. So make this an important part of the writing process, one that cannot be done half heartedly.)
 - 5) Talking and Time – Remind students there should be no talking. If they have to ask their partner a question about the essay, they should write it in the margins of the essay. This should take approximately 20 minutes.
 - 6) Draft 2 – At the end of 20 minutes, call time. Tell students that if they have not finished revising, they will have to finish it on their own time. Tonight, they should go home and write a second draft of their essay to include the changes their partner has written on their first draft. If there are no changes in the second draft, they will not receive credit for the second draft. Ask them to put their essays away.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal 4** – Display the **Latino Caricature** (copied from a political cartoon) and ask the students to write in their journals (titled Journal 4) answers to the following questions. What is the difference between a generalization and a stereotype? How is this image a generalization? How could this image be a stereotype? Why might some Latinos not find this image offensive while others would? Give them ten minutes to write. Remind them that they must write for the entire time without stopping.
2. Discuss – When students have completed the warm-up activity, hold a brief discussion based on distinction between stereotypes and generalizations, using the answers to the questions from their journals. After asking students the last question above, connect it to the central question of the class - what makes a people? Who is defining Latinos? And, thus, who is making Latinos “a people”? It would be good here to refer to the chart that students created yesterday and the two types of created identity. The idea is to get at the tension and conflict between individual identity and social identity. “Which identity is “correct”?”
3. Explain – After the brief discussion above, the teacher should tell the students that for the rest of Unit 1 the students will be researching Latinos and Latino history as a way to answer the central question. To do this, though, they first need to briefly review the history of California before 1900.
4. **Brainstorm** – At this point the teacher should take out (or draw students’ attention to) a pre-made timeline that is proportionally labeled from 1500- 2000. Make sure that students realize that there was extensive history prior to 1500 and that Native Americans had been living in the Americas for over 20,000 years. Tell students they have 5 minutes to **Brainstorm** (below their warm-up journal entries) anything they know happened *around* 1500.
5. Present and Post – When students have completed the **Brainstorm**, have each student give one event they listed. As students give their event, have a student write the events/people on a piece of butcher paper. If students mention things that did not occur during this time period, point out when they happened on the timeline but don’t put them on the butcher paper. The key information to illicit is Columbus, Conquistadors (esp. Hernan Cortez in Mexico), and Native American civilizations.
6. Explain – Once finished with the list, point out again that there were Native Americans living in California for over 10,000 years and that Spanish explorers began arriving in the mid-1500s. Explain that in today’s reading

they will be reading about the mid to late 1700's and the establishment of the Missions in California. The teacher should be using the timeline to help students visualize the history.

7. **Reciprocal Teaching** – Pass out the “Spanish Missions in California” reading and put up a poster/overhead titled “5 Steps of Reciprocal Teaching” - Reading, Summarizing, Questioning, Clarifying and Predicting. Explain to the students that they will be learning a new routine in class as they read about the Missions. Using the **Reciprocal Teaching** explanation found in the Teacher Pages, explain how you will be asking them to participate in **Reciprocal Teaching**. Explain that they will be placed in groups of four. Each person will have a role—Predictor, Summarizer, Clarifier, Questioner—that they will choose. When they read a piece of writing or text, you will ask them to read the text and do the job they have chosen. Make an overhead or poster for **Reader, Summarizer, Predictor, Clarifier, and Questioner**. Go over each of these roles with the students. Take time to define each step carefully and illustrate how you, the teacher, will model this today as a full class and that they, the students, will be assisting you. Tell them that after today, they will get into their groups and try the Reciprocal Teaching strategy on their own.
8. **Predict** – Hand out the **Predictor** sheet to each student. Have students fill in their name, no group name for today, the title of the piece they will be reading (Spanish Missions in California), and the page numbers (if there are any). Ask students to look at the title of the piece they will be reading today. Without reading anything else, have them make a prediction about what the piece will be about. Give them a minute to write their predictions down. On your overhead, you write out one prediction, but cover it up. Ask for volunteers to read their predictions to the class, along with the reason they gave for the prediction. When you have taken a few, show your prediction and tell why you gave that one.
9. **Read** – Tell them they will read the first paragraph and then stop to make another prediction about what they believe the author will write about next. Read the first paragraph out loud to the class. Stop and ask the students to write out what they believe the author will write about next. You write a prediction and make sure you write why you gave that prediction in the space provided. Take a few samples from the class being sure to ask them why they gave their prediction. What you are teaching them is to back up their answers with evidence. Hopefully, they will back it up with evidence from the text or from previous encounters with the same topic. Read the next couple of paragraphs to the class. Stop and repeat the same procedure. Finally, finish reading the text to them. Ask them to make one last prediction; if they author was going to write more what would he say next? You make a prediction too, this time being sure to give examples from the text that would lead you to believe your answer. Tell students that this is what it means to predict. Whenever they are the predictor in the group, it will be their job to make sure the other members of the group come up with good predictions like this.
10. **Summarize** – Hand out the rest of the Reciprocal Teaching roles, **Clarifier, Summarizer, Questioner**. Tell students you will start with the summarizer. Have them fill in the top portion. Then ask them what a summary is. They may be able to tell you that a summary is a brief explanation (a couple of sentences) of the essence of a reading. Have them write the summary in the space provided. Remind them that the Summarizer's job is to help the rest of the group to decide upon a good summary. That is what you are going to do now. Ask for a volunteer who thinks they have a good summary (concise and covers the important parts) to give you their summary. Write it on the overhead. Next, ask the class if this covers it or if it needs to be changed in any way to include or get rid of any information. Take volunteers to help you to rewrite it so that it says what they class agrees on. Write it directly on the overhead, crossing out anything that needs to be crossed out. You may end up having to rewrite it so that it is clear. But you should come up with an agreed upon summary. When you have one, tell them this will be their job when they are the summarizer. Then show them your summary and see what the similarities and differences are. Finally, ask students to write out the key events, these are the events that are the most important to understanding the piece only. When they have done this, ask for volunteers to read theirs out and help them to agree upon the most important points. When you have agreed upon the key points, then show them yours.
11. **Question** – Next, ask students to fill in the Questioner's sheet. You fill it in too. Remind students that they should be referring to their text often, rereading when they need to in order to fill in their sheet. Again, take volunteers to give their questions. Write them all on the overhead. Remind them that the Questioner's job is to help the group decide upon the questions they have about the ideas brought up in the text and write them on their sheet, just like you are doing.

12. Clarify – Tell them that the last role is that of Clarifier, as the Clarifier might attempt to answer the questions the group came up with and clarify any words or ideas that people in the group did not understand. Ask them to look at the questions you just wrote on the overhead and attempt to answer the questions based upon information they found in the text. You do the same. When students have finished, ask for volunteers to read their answers. Make sure you ask which question, word or phrase they are clarifying.
 13. **Timeline** – When you have finished with the Reciprocal Teaching, show the students the **Mission Timeline Marker** that states the dates of the missions that were established and a main image. Ask students where they would place this marker on the timeline and ask a student to put it in the correct place. Make sure you ask students why they would place it there. If students put the marker in the wrong time period, back up and check that they know how a timeline works. Ask them where the year 1800 would be. Where would you place the year 1750?
 14. Debrief – When completed, debrief the entire **Reciprocal Teaching** activity with the students. What was easy? What was difficult? What makes this strategy hard? What is beneficial about it?
 15. Homework Review – Remind students that the second draft of their essays are due tomorrow. Ask them to place both their Journal 4 and their **Reciprocal Teaching** sheets into their folders, as you will be grading them tonight.
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HOMEWORK

Write a second draft of your Interpretation Essay. Make sure you have included all the changes your partner asked you to make in order to receive a better grade.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

None